

The CTET Advantage Program

PART B:

EFFECTIVE SUBJECT-SPECIFIC
PEDAGOGY

STUDENT'S COURSE MANUAL

Based on Central/State
Teacher Eligibility Test
Conducted by
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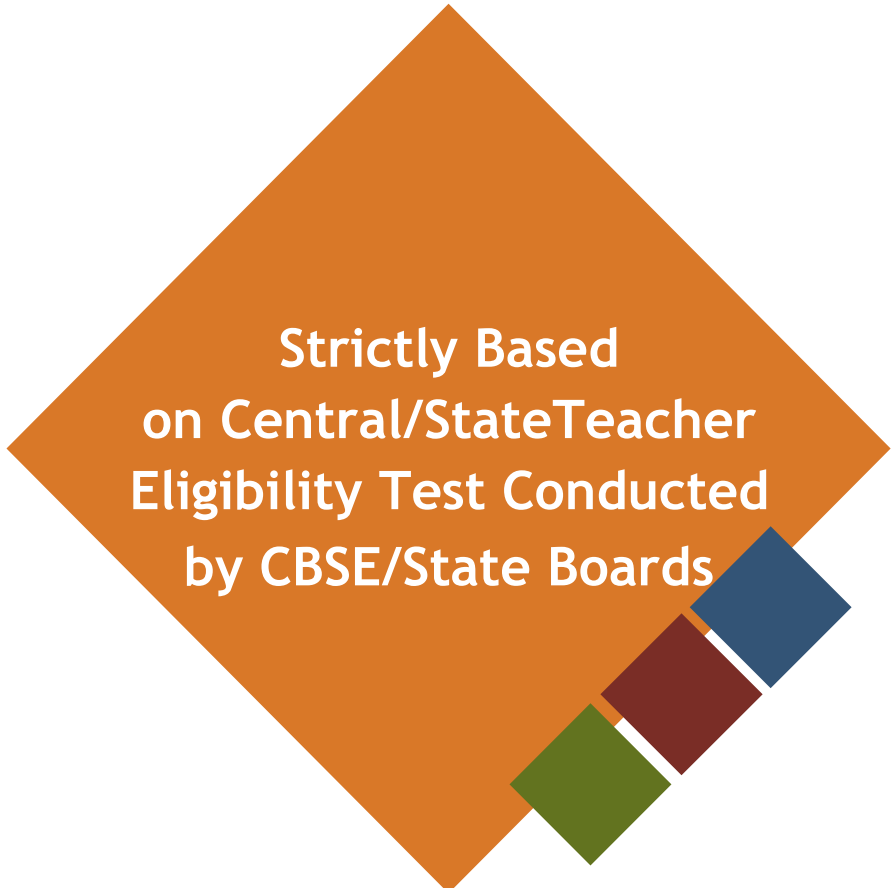


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The CTET Advantage Program



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on Central/State Teacher
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Student's Course
Manual

Part B: Effective Subject-Specific Pedagogy

- Section I: English

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Pedagogy of Language Development: English

PEDAGOGY OF LANGUAGE DEVELOPMENT — ENGLISH

Objectives

At the end of this section, the students will be able to:

1. Identify the meaning of language.
2. Recognise the functions of language.
3. Identify the concepts of learning and acquisition of language.
4. List the stage of learning language.
5. List the principles of language teaching.
6. List the maxims of teaching.
7. Describe the roles of listening and speaking in language learning.
8. Recognise the critical perspectives on the role of grammar in language learning.
9. Give examples for grammar teaching learning.
10. Recognise the role of grammar in communication.
11. Recognise the challenges of teaching language.
12. Identify the importance of learning styles in language teaching and learning.
13. Explain the language skills with components.
14. Explain the different teaching learning materials in language education.
15. Explain the process of remedial teaching in language education.
16. List the strategies of remedial teaching in language education.

Meaning of language

"Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings".
- O. Jespersen

Language helps in the development of personality. Language distinguishes human beings from animals and provides them the highest honour among all other forms of life.

Language is an essential part of human life. The word 'language' seems to have been derived from Latin word 'lingua', which means 'tongue'. It is a specific form of speech that evolved over a period of time. It is a kind of conventional arrangement, common usage and intelligible patterns of words and idioms that help a group of people to communicate effectively.

According to **B.M.H. Strang**, "Language is an articulated system of signs, primarily in the medium of speech".

John Dewey says, "Language exists only when it is listened as well as spoken. The hearer is an indispensable partner".

Function of language

"Speech is the instrument of society" — **Johnson**

Language is the foremost requirement of man. It is the means of communication. Without language, the human life would have been quite different. The function of language is briefly explained as follows:

1. **Expressive function:** Language helps one to bring out pent up feelings through which one can evoke desirable feelings among readers/listeners.
2. **Informative function:** We can pass on information to others only through language.
3. **Communicative function:** Sharing of ideas in a society is called communication. For communication, language is the first requirement.
4. **Directive function:** Language is a means of giving direction to others.
5. **Interaction function:** Language is not one-way communication but two-ways communication.
6. **Evolutionary function:** Literature is the mirror of the society. Any advancement of the society is basically its language development.
7. **Preservation function:** Man can preserve his knowledge, observations and experiences in the written form.

Learning and acquisition

Language **acquisition** usually refers to the first language acquisition, that is, infants' acquisition of their native language. When language is learned without any practice, it is called first language. Children learn first language without any problem and practice. They learn it naturally. When language is learned naturally and without any systematic practice, it is called acquisition. It is a process by which children acquire their mother tongue. Children acquire language through a subconscious process during which they are unaware of grammatical rules.

Learning a language requires the operation of an innate capacity possessed by all human beings. In our schools, many subjects are taught. English is taught as the second language because particular practice is given to the students to learn English. To learn English, the help of mother tongue is taken. Language learning is not communicative. It is the result of direct instruction of the rules of language. In language learning, students have conscious knowledge of the new language and can talk about that knowledge. They can fill in the blanks on a grammar page. Research has shown, however, that knowing grammar rules does not necessarily result in good speaking or writing of the language. A student who has memorised the rules of the language may be able to succeed on a standardised test of English language, but may not be able to speak or write correctly.

***Note:** According to the school of psychology established by (behaviourist) Russian psychologist, Pavlov, and American psychologist, B.F. Skinner, who gave the theory of classical conditioning and operant conditioning respectively, **learning takes place fast if a correct response is given to the students. The learners must know at once if their effort is right or wrong and every new item must be learned by reinforcement and further practice before further learning begins.** However, the cognitivists emphasises on three things: 1) **Meaning** 2) **Knowing** 3) **Understanding.** (Cognitivists say language acquisition can be attained automatically. Behaviourists favour the view that language is behaviour which is one-sided and somewhat superficial.)

Stages of learning

Learning, in case of everyone, proceeds through five stages, which are as follows:

1. **Acquisition:** The person learns a new task.
2. **Fluency/Proficiency:** The person learns to perform the new task to a higher degree of accuracy.
3. **Maintenance:** The person is able to perform the task independently even after teaching has ended.
4. **Generalisation:** The person learns to generalise the learned skills/tasks to other situations or environments. He is able to perform the tasks in situations other the ones in which he had learnt them.
5. **Adaptation:** The person applies a previously-learned skill in a new area of application without direct instruction or guidance.

Principles of language teaching

To teach language effectively, the teacher should bear in mind the following important principles of language teaching:

1. Correct language standards
2. Principle of selection and gradation
3. Multiple line of approach
4. Structural approach to language teaching
5. Principle of imitation
6. Principle of accuracy
7. Principle of naturalness
8. Maintenance of interest
9. Principle of motivation
10. Principle of habit-formation and intensive practice
11. Balanced approach

Note: There should be proper coordination in teaching different aspects of the foreign language. Thus, in teaching a prose lesson, the grammar portion may be discussed side by side, while during written composition, oral aspect can be covered so that balance among the different aspects of language can be maintained.

Maxims of teaching

Maxims mean a well-known phrase that expresses what is true or what people think is a rule for sensible behaviour.

Various maxims are mentioned below:

1. From simple to complex
2. From known to unknown
3. From concrete to abstract
4. From whole to part
5. From definite to indefinite
6. From near to far

Points to remember

1. Correct language standards should be adopted.
2. Proper selection and gradation of words are must.
3. Attacking a question from many sides is helpful in better learning.
4. Appropriate situations from many sides are helpful in better learning.

5. Children always learn by imitating, so a better model of pronunciation and writing should be presented before them.
6. Accurate language in a natural and interesting way should be presented.
7. Language *learning* is a habit formation process.
8. Balanced approach with maxims of teaching should be adopted.

Role of listening and speaking

Listening and speaking are essential for language development, for learning, for relating to others and for living successfully in the society. Students should learn to express their own ideas, feelings and thoughts clearly, and to respond to others appropriately in a range of formal and informal situations.

They should understand the processes by which they acquire these skills, think critically about what they hear, and use oral language to gather, process and present information.

Listening

The role of Listening:

- a. To lay the foundation of learning of a language
- b. To develop understanding of concepts, ideas and facts
- c. To provide verbal interaction between people
- d. To provide the basis of education process

Oral work is the basis of good learning of the language. In fact, it strengthens the foundation of language learning. The following are the different ways of conducting oral work:

1. Doing reproduction exercises
2. Asking questions
3. Performing role play
4. Performing actions
5. Showing a film or chart
6. Giving an outline of a story
7. Presenting oral composition

Speaking

Language derives its vitality, sustenance and dynamism from speech. Learning to speak a language is always the shortest road to read and write it.

Role:

1. To learn the sounds of the language as well as stress, rhythm and intonation
2. Stringing together features of pronunciation (sound, stress, rhythm and intonation) in grammatical and meaningful sequences

3. To learn the speech sequence in appropriate social situations to enhance social relationships
4. To learn to identify and select points relevant to the purpose and situation as per social acceptability
5. To learn the sequencing of ideas into a coherent whole in extended talk
6. To learn to develop fluency, pleasant conversation and ease of speech

Critical perspective on the role of grammar in learning a language

Linguists define grammar as a set of components: phonetics (production and perception of sounds), phonology (how sounds are combined), morphology (the study of forms or how elements are combined to create words), syntax (how words are strung together into sentences) and semantics or meaning. Because all languages are characterised by these components, by definition, language does not exist without grammar.

However, grammar has not always been defined in these terms. Originally, the term grammar and grammatical referred to the art of writing, as compared to rhetoric and rhetorical, which is the art of speaking. As used today by many teachers and learners, grammar is loosely understood to be a set of rules that govern language, primarily its morphology and syntax. But morphology and syntax are only two components of grammar. Communicative language teaching has brought a renewed emphasis on the role that semantics play in the definition of language.

Communicative language teaching is fundamentally concerned with 'making meaning' in the language, whether by interpreting someone else's message, expressing one's own or negotiating when meaning is unclear. Viewing grammar with all of its components helps language teachers understand the complexity of what it means to know the grammar of a language. Clearly, the goal of language learning in the communicative classroom is for learners to acquire the grammar of the second language in its broadest sense, to enable them to understand and make meaning, that is, to become proficient users of the second language. Research and experience have shown that explicit teaching of grammatical rules, even if we were able to formulate them all, does not produce such competence.

How should grammar be taught?

- a. Teach the grammar point in the target language or the student's first language or both. The goal is to facilitate understanding.
- b. Limit the time you devote to grammar explanation to 10 minutes, especially for lower level students whose ability to sustain attention can be limited.

- c. Present grammar forms in written and oral ways to address the needs of students with different learning styles.
- d. Be sure the examples are accurate and appropriate. They must present the language appropriately, be culturally appropriate for the setting in which they are used and be to the point of the lesson.
- e. Use the examples as teaching tools. Focus examples on a particular theme so that students have contact with specific information and vocabulary.

Explicit grammar instruction (EGI) somewhat loosely means the use of instructional strategies to draw the students' attention to or focus on form and/or structure. The role of EGI in a second/foreign language class has changed drastically in the last forty years as the favoured methodology changed from the grammar-translation to audio-lingual, then from audio-lingual to cognitive, and finally from cognitive to communicative approaches.

The grammar-translation approach concentrated on grammar skills, in particular, the ability to use grammatical terminology to describe the various morphological and syntactic principles of the target language. With the advent of audio-lingualism, instructors were not supposed to spend a great deal of time talking directly about target language grammar rules.

Role of grammar in communicating ideas in written form

However, while students may be effective speakers of English, they need guidance to become effective writers. They need to learn how to transfer their knowledge of grammatical concepts from oral language to written language.

Effective grammar instructions begin with what students already know about grammar, and it helps them to use this knowledge as they write. By connecting their knowledge of oral language to written language, teachers can demystify abstract grammatical terminology so that students can write—and read—with greater competence and confidence. Because writing is a complex and challenging activity for many students, teachers should focus on the grammatical concepts that are essential for the clear communication of meaning. Research conducted since the early 1960s shows that grammar instruction that is separate from writing instruction does not improve students' writing competence (Braddock and others, 1963; Hillocks, 1986).

A minimum of grammar for maximum benefits

Grammar is essential for:

1. Teaching concepts on subject, verb, sentence, clause, phrase, and related concepts for editing
2. Teaching style through sentence combining and sentence generating
3. Teaching sentence sense through the manipulation of syntactic elements

4. Teaching both the power of dialects and the dialects of power
5. Teaching punctuation and mechanics for convention, clarity and style

Rather than strive to teach all grammatical concepts to all students, teachers should prioritise and provide instruction on the grammatical elements that most affect their students' ability to write effectively. Teachers should also be sensitive to individual students' readiness to learn and apply grammatical concepts.

How does sentence combining improve writing?

Sentence combining is the strategy of joining short sentences into longer, more complex sentences. As students engage in sentence-combining activities, they learn how to vary sentence structure in order to change meaning and style. Numerous studies (Mellon, 1969; O'Hare, 1973; Cooper, 1975; Shaughnessy, 1977; Hillocks, 1986; Strong, 1986) show that the use of sentence combining is an effective method for improving students' writing. The value of sentence combining is most evident as students recognise the effect of sentence variety (beginnings, lengths and complexities) in their own writing.

By participating in oral and written sentence-combining activities, students better understand the ways in which sentence structure, usage and punctuation affect meaning. When presented as a revising strategy, sentence-combining activities help students identify short, choppy sentences in their own writing, leading them to combine their ideas in more fluid and sophisticated ways. As students generate more complex sentences from shorter ones, they discover how the arrangement of phrases and clauses, for example, affects meaning and its impact on their readers.

Challenges of teaching language in a diverse classroom; language difficulties, errors and disorders

Everything you do in your classroom should centre upon meeting the needs of your diverse student population. Therefore, you must gain an understanding of children's unique academic, emotional and cultural differences so that you can help them on their academic and life journeys. To support a culturally sensitive learning community, you need to design and implement lessons that address students' academic needs, learning styles and multiple intelligences.

Advantages:

- Enhancing access to general education curriculum for students with disabilities
- Providing greater opportunities for students with disabilities to learn socially appropriate behaviours through interaction with their peers without disabilities
- Preparing students with and without disabilities for the real world
- Providing opportunities to all students to learn from other students who are different
- Reducing ignorance that comes from lack of exposure

- Providing opportunities for all students to develop cross-cultural competence
- Preparing students for the real world

Some planning guidelines for working with students who have special needs are as follows:

1. Gather information about the nature of the exceptional student's difference and how that difference might affect the learning process.
2. Seek assistance from district special education or resource experts.
3. Use specialised equipment (typewriters, computers, DVD player, print enlarger, Braille material, etc.) to allow students to function at an optimum level.
4. Individualise the curriculum by adapting materials and teaching strategies to better meet the needs of the exceptional students.
5. Remove physical and psychological barriers that limit exceptional students' ability to succeed in your classroom.

Learning Styles in a Diverse Classroom

Eddy (1999) describes a learning style as the way in which we prefer to organise, classify and assimilate information about the environment. That is, how do we like to learn? There is a great deal written on learning styles – and probably as many theories as there are writers on the subject. However, in their most basic form, there are three main learning styles (Eddy):

- **Auditory learners** prefer to receive ideas and information by hearing them. These students may struggle with reading and writing, but excel at memorising spoken words, such as song lyrics. They often benefit from discussion-based classes and the opportunity to give oral presentations.
- **Visual learners** prefer to receive information by seeing it. Typically, these students pay much attention to detail. They are less likely to speak in class than their auditory peers, and generally use few words when they do. Outlines, graphs, maps and pictures are useful in helping these students learn.
- **Kinaesthetic-Tactile learners** tend to learn best via movement and touch. These students are often labelled 'hyperactive' because they tend to move around a great deal. Because they like movement, they may take many notes and learn best when allowed to explore and experience their environment.

It is important to note that various styles are preferred by learners. If we look at complete descriptions of each style, we would probably see some of ourselves in each, but we could also probably identify our dominant style. The fact that we learn in many ways is further justification for utilising variety of teaching approaches.

Understanding learning styles can help you create more inclusive classrooms where everyone has a chance to succeed. For instance, a student from a culture that teaches children to listen quietly in a classroom (or a visual learner who is uncomfortable with speaking) can be at a

disadvantage when a portion of the grade is based on participation in class. Sensitive teachers can allow for group work during class to create smaller, safer environments for these students to speak and for their classroom performance to be evaluated.

Students from different cultures, backgrounds and educational environments learn in distinctly different ways. Be aware that the way you learned best might not be the way that other students will learn — or that all students learn in the manner(s) you did. For more information on specific differences in student learning and development, a number of fine summaries of different ways by which students learn and develop during their collegiate experiences are available, including Evans, Forney, and Guido-DiBrito, 1998; Moore, 1990; Pascarella and Terenzini, 1991.

Tips on teaching in a diverse classroom

Our students are diverse in their cultures and ethnicity, their experiences, their learning styles and many other dimensions. All of these dimensions shape who they are and how they learn. Effective teachers understand this and use variety of teaching methods to promote student learning.

The following are some basic tips on how to teach effectively in a diverse learning environment:

- Having a 'colour-blind' classroom is probably neither possible nor a good idea. Trying to do so inevitably privileges a particular perspective (usually that of the teacher) and fails to recognise the experiences and needs of the learners. It is preferable to use strategies that recognise and capitalise on this diversity.
- Appreciating the individuality of each student is important. While generalisations sensitise us to important differences between groups, each individual student has unique values, perspectives, experiences and needs.
- Articulate early in the course that you are committed to meeting the needs of all students and that you are open to conversations about how to help them learn.
- As teachers, it is important that we recognise our own learning styles and cultural assumptions because these styles and assumptions influence how we teach and what we expect from our students. Being aware of them allows us to develop a more inclusive teaching style.
- As you plan your course and each class, prepare multiple examples to illustrate your points. Try to have these examples reflect different cultures, experiences, sexual orientations, genders, etc., to include all students in learning.
- Help students move between abstract, theoretical knowledge and concrete, specific experiences to expand everyone's learning.
- Use different teaching methods (lectures, small groups, discussions and collaborative learning) to meet the variety of learning needs.

Language skills

The four basic language skills are:

1. Listening
2. Speaking
3. Reading
4. Writing

The four basic skills are related to each other by two parameters:

- a. The mode of communication — oral or written
- b. The direction of communication — receiving or producing the message

We may represent the relationships among the skills in the following chart:

	ORAL	WRITTEN
RECEPTIVE	LISTENING	READING
PRODUCTIVE	SPEAKING	WRITING

Listening Skill

Introduction

Listening comprehension is the receptive skill in the oral mode. When we speak of listening, what we really mean is listening and understanding what we hear.

In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably aren't even aware of how complex a process it is. Here, we will briefly describe some of what is involved in learning to understand what we hear in a second language.

Listening Situations

There are two kinds of listening situations in which we find ourselves:

- Interactive
- Non-interactive

Interactive listening situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking and in which we have a chance to ask for clarification, repetition or slower speech from our conversation partner. Some non-interactive listening

situations are listening to the radio, TV, films, lectures or sermons. In such situations, we usually don't have the opportunity to ask for clarification, slower speech or repetition.

Micro-skills

Richards (1983, cited in Omaggio, 1986, p. 126) proposes that the following are the micro-skills involved in understanding what someone says to us. The listener has to:

- Retain chunks of language in short-term memory.
- Discriminate amongst the distinctive sounds in the new language.
- Recognise stress and rhythm patterns, tone patterns, contours of intonation.
- Recognise reduced forms of words.
- Distinguish word boundaries.
- Recognise typical word-order patterns.
- Recognise vocabulary.
- Detect key words, such as those identifying topics and ideas.
- Guess meaning from context.
- Recognise grammatical word classes.
- Recognise basic syntactic patterns.
- Recognise cohesive devices.
- Detect sentence constituents, such as subject, verb, object, prepositions and the like.

Speaking Skill

Introduction

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Listening situations

There are three kinds of speaking situations in which we find ourselves:

- Interactive
- Partially interactive

- Non-interactive

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on the faces and body language whether or not he or she is being understood.

Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

Micro-skills

Here are some of the micro-skills involved in speaking. The speaker has to:

- Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- Use stress, rhythmic patterns and intonation patterns of the language clearly enough so that people can understand what is said.
- Use the correct forms of words. This may mean, for example, changes in the tense, case or gender.
- Put words together in the correct word order.
- Use vocabulary appropriately.
- Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- Make clear to the listener the main sentence constituents, such as subject, verb and object, by whatever means the language uses.
- Make the main ideas stand out from supporting ideas or information.
- Make the discourse hang together so that people can follow what is being said.

Reading Skill

Introduction

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages particularly.

Micro-skills

Here are some of the micro-skills involved in reading. The reader has to:

- Decipher the script. In an alphabetic system or a syllabary, this means establishing a relationship between sounds and symbols. In a pictograph system, it means associating the meaning of the words with written symbols.
- Recognise vocabulary.
- Pick out keywords, such as those identifying topics and main ideas.
- Figure out the meaning of the words, including unfamiliar vocabulary, from the (written) context.
- Recognise grammatical word classes — noun, adjective, etc.
- Detect sentence constituents, such as subject, verb, object and prepositions.
- Recognise basic syntactic patterns.
- Reconstruct and infer situations, goals and participants.
- Use both knowledge of the world and lexical and grammatical cohesive devices to make the foregoing inferences, predict outcomes, and infer links and connections among the parts of the text.
- Get the main point or the most important information.
- Distinguish the main idea from supporting details.
- Adjust reading strategies to different reading purposes, such as skimming for main ideas or studying in-depth.

Writing Skill

Introduction

Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, as it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Micro-skills

Here are some of the micro-skills involved in writing. The writer needs to:

- Use the orthography correctly, including the script, and spelling and punctuation conventions.
- Use the correct forms of words. This may mean using forms that express the right tense or case or gender.
- Put words together in correct word order.
- Use vocabulary correctly.
- Use the style appropriate to the genre and audience.
- Make the main sentence constituents, such as subject, verb and object, clear to the reader.
- Make the main ideas distinct from supporting ideas or information.
- Make the text coherent, so that other people can follow the development of the ideas.

Judge how much background knowledge the audience has on the subject and make clear what it is assumed they don't know.

Assessing language skills

From the perspective of testing, the challenges are to:

- Understand the complexities of acquiring English language proficiency.
- Determine how assessments can support effective teaching.
- Build reliable and valid assessments that are most likely to elicit critical evidence of English language acquisition.
- Document the psychometric properties of these items and tests.
- Validate 'proficiency' so that there is a rational link between the English proficiency of ELL students and native English speakers.

The Stanford English Language Proficiency Test (Stanford ELP), first published by Pearson in 2003, assesses students' general acquisition of English by measuring:

- Listening, writing conventions and reading by using multiple-choice items.
- Writing by using an open-ended direct writing assessment.
- Speaking by using a performance test.

Teaching learning material

The different types of teaching learning materials are:

1. Resource Centre
2. Language games
3. Language lab
4. NITE (Newspaper in Teaching English)
5. Blackboard sketches
6. Radio and T.V. for teaching English
7. Internet for teaching English
8. ICT for teaching English

1. Resource Centre

In this computer age, language resources become necessary and inevitable for the successful classroom management and effective interaction. So, every school should have a Resource Centre for teaching, learning and self-learning. A Resource Centre must have many teaching learning materials. It includes a language lab, a library and a variety of audio and videos materials. The following materials will be more useful in classroom teaching.

• Paper-bag puppets • Glove puppets • Hand puppets • Finger puppets • Class mascot • Television • Computer • Maps of local area • Wall charts • Toys • Building blocks	• Paper dolls • English corner for speaking • Picture cards with different items • Word/Sentence cards for display and for flannel graph • Calendar for birthdays and important days • Cassette recorders • Overhead projector	• Clock for interactive or individual practice tasks • Weather chart with different types of days (rainy day, cloudy day etc.) • Books display • Borrowing cards • Radio • Transparencies albums • Learner's profile
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2. Language Games

Language is a tool of communication. Everyone needs a language to express one's feelings and emotions. Language games help the learners to learn the language in an interesting manner. It develops self-confidence and skills of LSRW, i.e., listening, speaking, reading and writing. These games can be used in many different settings. In the classroom situation, it helps to improve teaching and learning. It improves the communication skills of students. It also develops the social skills in children. Skilled teachers determine the quality of games to be used in the classroom. These games can be changed according to the taste of the children in the classroom. The following language games can be successfully used by the teacher in the classroom to develop the skill of communication:

- a) The teacher uses the class register. He picks out few names. He asks meaningful language questions. The students answer the questions.
- b) The students are asked grammar-based questions.
- c) The students are asked to identify the sound words in sentences, for example, pill-peal and ear-hear.
- d) Students frame sentences by comparing themselves with other students.
- e) Study of cognates or borrowed words from English within two minutes and framing sentences by pairs of students.
- f) Students stand in order in small groups of 5 or 10. Each one states his/her name and names of other students.

3. Language Lab

The language lab is an aid in modern language teaching. It is an audio or audio visual installation. It is used for language teaching and remedial English classes. The students are exposed to a variety of listening and speaking skills. It builds self-confidence in using English language.

There are two types of language labs:

1. Traditional system
2. New system

Traditional system: The traditional language lab system has a master position which is electrically connected to the students' booths. Each student is provided with a tape recorder and a boom arm. The entire tape recorder system was controlled from the master position. The teacher can control the students' tape recorders, such as recording, stopping, rewinding etc. This helped easy distribution of the master programme material to the learners. Once the programme was transferred on to the student recorders, the student took control of their machines. By pressing the record key in the booth, the student would hear the playback programme.

New language lab system: The new language lab system is the Resource Centre and the central focus of the school language department. Multiple numbers of activities are provided in the new system. It is a combination of traditional system and the modern technology. It is provided with computers, video and electronic testing. It has other facilities, such as reading English periodicals, bulletin boards, language games, word games, quizzes, debates and skits.

Characteristics of task-based activities in the language lab

There are three main characteristics of task-based activities:

1. The activities have a purpose that requires the use of the target language, such as storytelling.
2. It makes use of the special facilities of the language lab which are not available in the classroom situation.
3. The activities motivate the students. The students are involved in the activities. The activities create a desire to excel.

The objective of task-based activities is to provide learners with opportunities to use English effectively. The learner explores the language through situational activities. Duplication is avoided in the teaching process.

The role of a teacher is very important in the preparation of task-based activities. The teacher has to:

- Develop software.
- Make use of computer assisted instruction.
- Organise activities.
- Prepare learning materials.
- Maintain equipment.
- Organise lab.
- Provide task-based activities.
- Interact with students.
- Co-ordinate activities.

Traditional classroom verses multimedia lab

	Traditional Classroom	Multimedia Lab
Teaching Tools	Chalk, blackboard, audio tapes	Computer network, video

	Traditional Classroom	Multimedia Lab
Teaching Materials	Text Book	Interactive computer software
Communicative Activities	Imaginative role-play	Real computer-based situation
Students - Teacher	Direct contact with teacher	Less intimacy

4. Newspaper In Teaching English (NITE)

Newspaper can play an important role in the classroom. The students are motivated to develop the reading skill. So, the teacher must judiciously (wisely) use the newspaper activities. There are four key ways teachers can use newspaper materials successfully:

- Pre-activity preparation
- Material selection
- Task designing
- Material

Pre-activity preparation:

- It involves familiarising the materials with the students.
- It prepares students for any difficult language.

Selection of Materials:

Newspaper materials strengthen the following skills of the students:

- Reading skill with comprehension
- Creative writing
- Knowledge of structure
- Reinforcement of grammatical items

Reading a newspaper may be a boring task, but selecting small items, such as headlines, news columns, pictures in the newspaper, advertisements, business column and sports columns, can be successfully used by a resourceful teacher. Selecting easy and small items in the paper would help the learners in developing skills.

5. Textbooks

The text book one of the major tools in the hands of a language teacher. If a text book is properly planned and utilised it will be a useful tool for both the teacher and student. It can help in the following manner:

- a. It gives the meaning and purpose of the teaching learning process.
- b. It keeps the teacher on guard against any haphazardness and unnecessary repetition and learning.
- c. It facilitates and stabilises student learning.
- d. It lays down examples of the manner to be learnt.
- e. It serves as memory deed for the pupils.
- f. It reinforces what the students have learnt orally.
- g. It prepares ground for writing.
- h. It helps to supplement pupils' language experience.
- i. It serves as a guide to the teacher.

Qualities of a good text book in English:

- Adequate subject matter
- Suitable vocabulary and structures
- Style
- Exercises
- Illustrations
- Proportion and order

There are some technical characteristics, which are as follows:

- The paper of the text book should be white and durable enough.
- Spacing, margin and symmetry should be proper.
- The headings and subheadings should be in a very bold type.
- A jacket should be added to the cover.
- The price of the book should be moderate.

Remedial Teaching

Characteristics of Learning among Pupils with Learning Difficulties

1. Pupils under IRTP usually have one or more than one of the following learning difficulties:
 - Poor memory
 - Short attention span and easy distraction by other things
 - Relatively poor comprehensive power
 - Lack of learning motivation
 - Lack of self-confidence and relatively low self-expectation
 - Weakness in problem-solving power

- Failure to grasp information effectively and mix things up easily
 - Difficulty in understanding new/abstract concepts
 - Failure to transfer knowledge to the related learning areas appropriately
 - Need for more time to complete assignments or tasks
2. Apart from various learning difficulties, pupils may have different abilities and styles of learning. Some are better in visual learning while others are more competent in audio learning. Certain pupils have to learn through sense of touch or practical experiences. Remedial teachers, therefore, should design diversified teaching activities and adopt various teaching methods to help students develop their potential and remove the obstacles in learning.

Objectives of Remedial Teaching

- a. Each pupil is different in terms of learning ability, academic standards, classroom learning and academic performance. The aim of RTP is to provide learning support to pupils who lag far behind their counterparts in school performance. By adapting school curricula and teaching strategies, teachers can provide learning activities and practical experiences to students according to their abilities and needs. They can also design individualised educational programmes with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning.
- b. Throughout the teaching process, teachers should provide systematic training to develop pupils' generic skills, including interpersonal relationship, communication, problem-solving, self-management, self-learning, independent thinking, creativity and the use of information technology. Such training can lay the foundation for pupils' life-long learning, help them develop positive attitudes and values as well as prepare them for future studies and career.

Principles of Helping Pupils with Learning Difficulties

Teaching preparation

Before preparing for their lessons, remedial teachers should identify pupils' diverse learning needs as soon as possible so that they may design appropriate teaching plans to facilitate pupils' effective learning.

Devise various learning activities

As pupils have different characteristics in learning, teachers must devise different learning activities with the same teaching objective to develop pupils' varied abilities and skills in problem solving. It is more effective for teachers to adopt a series of relevant and simple teaching activities than assigning one long teaching activity as pupils may acquire the required knowledge and skills through diversified activities.

Design meaningful learning situations

Remedial teachers should specifically design meaningful learning situations, language environments (especially for English subject), games or activities so as to provide personal learning experiences for pupils and stimulate their interest and initiative in learning.

Teaching approaches

Teachers should give concrete examples before proceeding to abstract concepts by way of simple and easy steps at a pace in line with the learning abilities of students. Teachers may teach new concepts from different perspectives by various approaches so that pupils can grasp the ideas through meaningful and repeated illustrations. Teachers should encourage pupils' active participation by more frequent use of teaching aids, games and activities. They can also make use of information technology and all the teaching resources available to help pupils understand the main points.

Provide clear instructions

Pupils with learning difficulties are less competent in understanding written language. Therefore, remedial teachers should give pupils short and clear instructions to avoid confusion. They must explain clearly the arrangement of each learning activity. If necessary, they may ask pupils to repeat the steps of activities so that every pupil may understand the instructions.

Summarise the main points

At the course of teaching, teachers should always sum up the main points in teaching and write the key phrases on the board to enhance pupils' audio and visual memories. Teachers can guide their pupils to link up the knowledge they learn from class with their life experiences so as to enhance the effectiveness of learning. Besides, guiding pupils to repeat the main points in verbal or written form is also an effective way of learning.

Enhance learning interest and motivation

Suffering from frequent frustrations in their work, pupils with learning difficulties may gradually lose their interest in learning. Therefore, teachers should adapt the curriculum to meet the needs of pupils. With fewer pupils in the IRTP, teachers can design interesting activities coupled with a reward scheme to stimulate pupils' interest. It is most important to help pupils overcome their learning difficulties so that they may gain a sense of achievement and recover their confidence and interest in learning.

Encourage pupils' active participation in class activities

Pupils with learning difficulties usually lack self-confidence and are more passive in class. They seldom ask questions or express their views. Remedial teachers should patiently encourage active participation in class. Pleasurable learning experiences may help enhance pupils' interest in learning.

Focus on the learning process

Teaching should not only focus on the transmission of knowledge. It is also important to see that pupils are benefited from the entire learning process. Teachers should provide ample

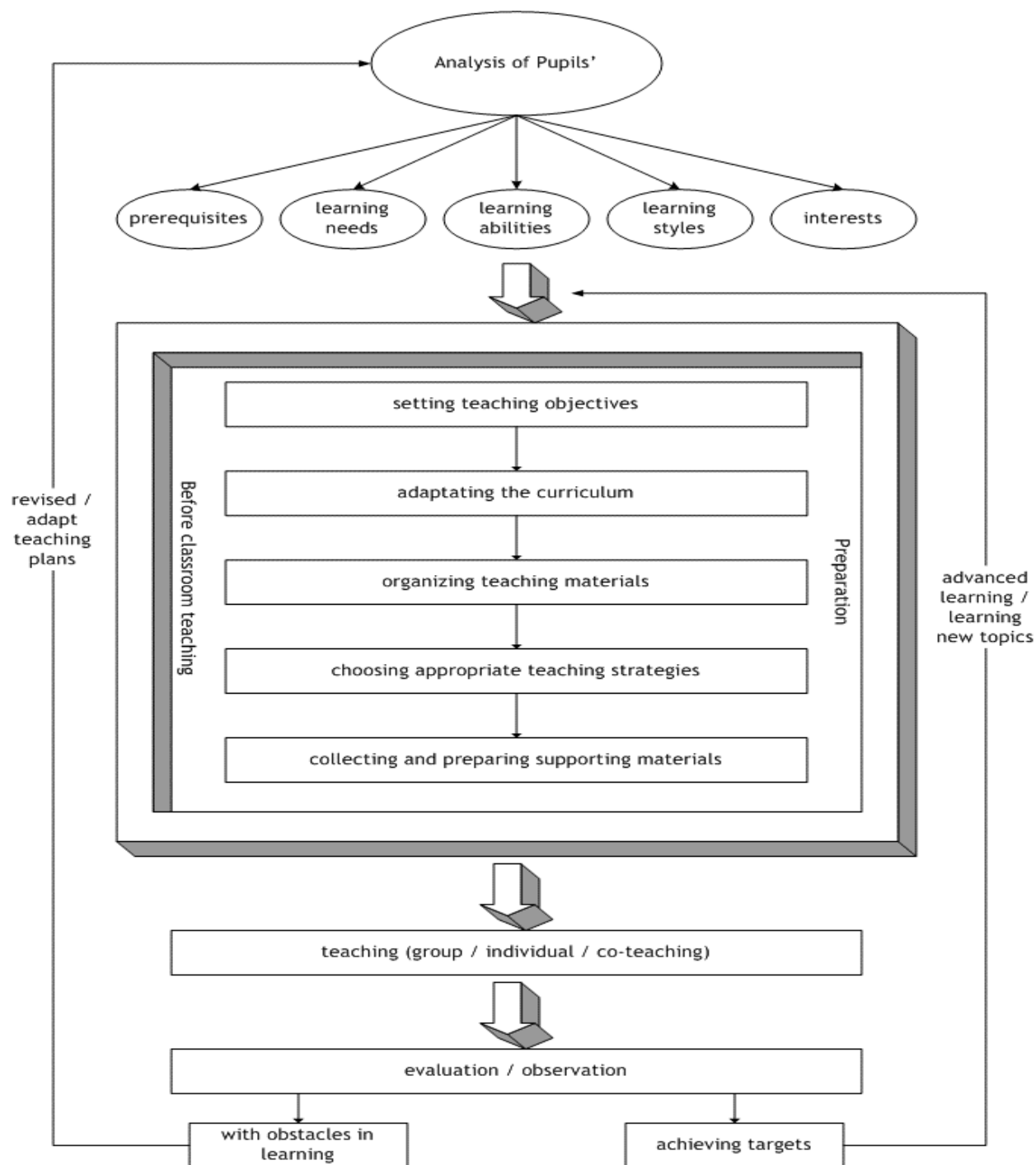
opportunities in class for pupils to practice and think what they have learnt and allow them to solve problems by different means. Teachers should also carefully observe the performances of pupils and give them appropriate assistance, feedback and encouragement so as to help them acquire the learning skills, solve their problems and understand their own capability, thus, enhancing self-confidence and improving their learning skills.

Show concern for the performances of individual pupils

Pupils may encounter different problems in their studies; therefore, teachers should carefully observe the learning process of individual pupils in class. Whenever necessary, they should provide individualised remedial teaching before and after class, during recess or lunchtime, so that they can remove their learning obstacles as soon as possible. When marking assignments, teachers should take note of the common errors of pupils and deliver the correct concepts and knowledge to them promptly.

The Process of Remedial Teaching

The flowchart below may serve as a reference for teachers in the delivery of collaborative teaching or individual teaching:



Curriculum Adaptation

Remedial teachers should adapt the curriculum to accommodate the learning characteristics and abilities of pupils. They should set some teaching objectives which are easy to achieve to ensure that pupils may acquire the knowledge as desired after the completion of each module.

Teaching should not be directed by textbooks, which should not be taken as the school curriculum. There is no need to cover all the contents in the textbooks as well. Schools can classify the teaching content into core and non-core learning aspects according to the teaching objectives and pupils abilities. Core learning aspects require in-depth studies and application whereas materials in the non-core or advanced learning aspects may be streamlined or appropriately selected for teaching.

Teachers are encouraged to adopt recommendations on cross-curricular teaching by linking up related teaching areas flexibly so that more time can be spared for effective activities and learning.

Teachers should make good use of all teaching materials. For example, they may select and use the materials in textbooks to meet the teaching objectives, or compile their own supplementary teaching materials. They may also design materials of different standards. Materials from the Internet, newspapers, magazines and references provided by the Education Department may help teachers design interesting and enjoyable activities to enhance pupils' effectiveness of learning.

Formulation of Teaching Plans

When formulating teaching plans, teachers are advised to take the following two aspects into consideration:

On one hand, teachers should formulate practical teaching objectives that meet the learning characteristics and weaknesses of pupils so as to foster a sense of achievement. On the other hand, teachers should decide whether the learning items should be taught in detail or in brief. Moreover, the items should be classified into different levels and taught through small and simplified steps to facilitate comprehension as well as to strengthen pupils' confidence in learning.

With reference to the common difficulties encountered by pupils, teachers should set down the main points for remedial teaching and make adjustments promptly according to the performance of students.

Teachers should make a brief record of the learning aspects, teaching objectives/aims, key learning points, activities, use of teaching aids and evaluations for future reference.

Teachers may deliver the teaching content by means of modules, themes, learning aspects or teaching items and work out the teaching plans accordingly.

Post-lesson reviews should focus on the teaching process and pupils' performance with specific and critical evaluations made. Examples of main points for review are as follows:

- i. The common difficulties of pupils

ii.	The effectiveness of teaching strategies and class activities to help pupils understand the teaching contents, grasp the main points and apply what they have learned
iii.	Issues of concern (e.g., basic knowledge that requires enrichment, the need to break down or re-arrange teaching steps, etc.)

Teaching Activities, Aids and Supporting Materials

Teachers should design appropriate learning activities in line with the focus of teaching. On the basis of low starting point, small steps, diversified activities and instant feedback, teachers should encourage pupils to participate actively during the learning process to help master the skills and methods of collaborative learning. Diversified teaching activities, such as situational teaching, competitions, collation of information, discussion, oral reporting, games, topical research, production of graphs/figures/models, role play, recording, visit and experiments, may help pupils enhance their interest in learning, stimulate their thinking and reinforce the effectiveness of teaching.

Teachers should exercise their discretion in the appropriate use of teaching aids. Appropriate teaching aids not only help to enhance pupils' interest in learning, but also consolidate the knowledge they have learnt, thus, achieving the objectives of teaching. Common teaching aids are concrete objects, figures, models, word cards, number cards and audio-visual equipment, such as tape recorder, headset, wire free induction loop system and multimedia teaching aids. When designing and using teaching aids, teachers should first consider their practical use and assess whether the aim of remedial teaching can be attained.

The design and organisation of teaching materials should be pupil-oriented. They should be selected and collated systematically to serve the purpose. Teaching materials provided by the Education Department or other academic institutions may also serve as a reference for teachers.

The Setting of Learning Environment

Well-designed learning environment helps to maintain pupils' attention and interest in learning and facilitates the achievement of teaching aims. In this way, it is easier to achieve the aim of teaching. The teaching environment should be designed to support remedial teaching and group activities. Seat arrangements of pupils should be flexible to meet the specific teaching purposes of each learning activity. For example, teachers and pupils may form of circle when holding discussions; and pupils or group members involved may sit together during peer group or small group learning.

Teachers should prepare a rich, pleasant and comfortable learning environment for pupils. For example, they may set up a self-learning corner, book corner, toy corner, science corner, prize corner or stationery/learning resources corner, etc. to enkindle pupils' interest in learning.

Teachers may display the teaching materials of the week or the learning outcomes or products of pupils at prominent places to stimulate their motivation in learning.

Remedial Teaching Strategies

- **Individualised Educational Programme (IEP)**

Geared to the learning needs of individual pupils, the Individualised Educational Programme (IEP) aims to reinforce the foundation of learning, help pupils overcome their learning difficulties and develop their potentials. Individualised Educational Programme should include short-term and long-term teaching objectives, learning steps, activities and reviews to ensure that the programme is implemented effectively. Teaching can be done in small groups or for individual. If necessary, remedial teachers, other teachers, student guidance officers/teachers, parents and pupils alike are to participate in designing the programme. Remedial teachers hold meetings regularly to evaluate the effectiveness of work and gather opinions for refinement.

- **Peer Support Programme**

Remedial teachers may train up pupils who perform better in a certain subject to become 'little teachers' and who will be responsible for helping schoolmates with learning difficulties in group teaching and self-study sessions as well as outside class. Peer support programme helps pupils reinforce their knowledge, and develop their communication and cooperation skills as well as good interpersonal relationship. To enhance the effectiveness of the programme, remedial teachers must provide training to the pupils concerned beforehand and make regular reviews on its effectiveness. Generally speaking, this programme is more suitable for pupils of higher grades.

- **Reward Scheme**

The reward scheme has positive effect in enhancing pupils' motivation. It aims at guiding pupils to set their own objectives and plans, and positively reinforcing their good performance. No matter what reward is provided, the most important thing is to help pupils cultivate an interest in learning and gain a sense of satisfaction and achievement during the learning process. When designing the rewards offered, remedial teachers should take note of the following:

- i. Set clear and specific targets (for example, requirement on the score of dictation and number of assignments submitted).
- ii. Set achievable objectives.
- iii. Give diversified rewards (including verbal commendation) or prizes to accommodate pupils' interest. Give rewards instantly.
- iv. Review and revise the reward scheme regularly.
- v. Invite parents to help children improve their work.

- **Handling Pupils' Behaviour Problems**

Remedial teachers should observe the following when dealing with the behaviour problems of pupils:

- i. Always observe the performance of pupils in class and their behaviour in groups.
- ii. Establish close relationship with pupils, develop mutual trust and listen carefully to what they say.
- iii. Help pupils understand the effect of their behaviour on the other as well as their own selves.
- iv. Keep in close contact with parents to find out the cause of pupils' behaviour problems.
- v. Help pupils build up self-confidence and a healthy self-image.
- vi. Give positive reinforcement to pupils' good behaviour, and do not pay undue attention to their misbehaviour.
- vii. Do not try to change all the deviant behaviour of pupils at once. Teachers should list out the problems and set the priorities with an aim to improve one or two of them at a time.
- viii. Refer the cases to Student Guidance Officers/Teachers for follow-up action if the behaviour problems of pupils continue or become serious. If necessary, student guidance officers/teachers may refer the case to the Psychological Services Section of the Education Department for individual assessment and remedial services.

Assessment and Record on Learning

- Assessment plays a very important role in teaching and learning. By means of assessment, remedial teachers can know the learning progress as well as strengths and weaknesses of pupils; hence, they may design different teaching activities accordingly to help pupils learn in an effective manner. Besides, it is also a means to measure the discrepancy between IRTP pupils and ordinary pupils so that teachers may decide whether it is desirable for the pupil(s) concerned to withdraw from IRTP.
- The two most common assessment methods are listed as follows for teachers' reference:
 - i. **Formative Assessment**

Teachers can understand and assess the learning abilities of pupils from their daily classwork and homework as well as individual or group projects, such as model making, drawing, information collection and measuring activities, and the way they relate daily events to the topics they have learnt in class, so that they can revise the teaching content accordingly.

ii. Summative Assessment

With reference to the progress of teaching, teachers may assess the performance of students by means of examinations/tests. The examination/test papers must cover all the main points in teaching where the levels of difficulty meet the pupils' abilities. The weighting of questions and marks should be balanced. Different types of questions should be included.

- Schools may have different forms and weightings of assessment.
- Remedial teachers should keep a detailed personal record for each pupil under IRTP. They should assess the progress of pupils regularly and systemically. A comprehensive record provides information on the learning progress of pupils and serves as a reference.
- Teachers should pay attention to the response of pupils during classroom learning and make a record in the 'Evaluation' column of the teaching plan to facilitate follow-up actions or changes in teaching strategies. In addition, teachers should make reference to the teaching objectives in evaluating the effectiveness of teaching, and revise their teaching plans according to the learning needs.

Scenario-Based Questions & Discussion

1. "You ask, what is our aim? I can answer in one word: victory." Churchill asks a question and goes on to answer it. Such a question is:

- 1) A prompt
- 2) Explanatory
- 3) Rhetorical
- 4) Stylised

Answer: Stylised

- 1) A prompt is to assist by providing the next words; cue.
- 2) Explanatory questions help us understand the reality of a situation whether it's a political, social or economic reality and explain it. They focus on what is real and not what should be.

- 3) A rhetorical question is a figure of speech in the form of a question that is asked in order to make a point.
 - 4) 'Stylised' means using artistic forms and conventions to create effects; not natural or spontaneous.
2. **A fellow traveller at the airport has just finished reading a newspaper and you want him/her to pass it to you. Choose how you will make the request.**
- 1) Pass me the paper.
 - 2) Pass the paper, please.
 - 3) Can you pass me the paper?
 - 4) Could you possibly pass me the newspaper?

Answer: *Could you possibly pass me the newspaper*

- 1) "Pass me the paper" reflects that you are giving some order instead of making a request (politeness is missing).
- 2) "Pass me the paper, please" reflects that you doing some formality (again politeness is missing).
- 3) "Can you pass me the paper" is okay but still not the best way to request someone, chances of him/her getting offended is still there.
- 4) "Could you possibly pass me the newspaper" is a best way to request any stranger because it has politeness and the stranger would not get offended.

3. **As a part of a class project, a teacher planned a salad fruit competition day in which all learners need to participate. The boys protested as they felt that boys do not cook. The teacher should:**

- 1) Make an attempt to counsel the boys impressing upon them that gender stereotyping is not healthy.
- 2) Respect the sentiments of the boys and allow them not to participate in the class project.
- 3) Ignore such protests and tell the boys what she thinks of their bias.
- 4) Complain to the head of the school seeking action against the boys.

Answer: *Make an attempt to counsel the boys impressing upon them that gender stereotyping is not healthy.*

- 1) Make an attempt to counsel the boys impressing upon them that gender stereotyping is not healthy is the correct way to handle this situation.
- 2) Respect the sentiments of the boys and allow them not to participate in the class project will encourage the gender stereotyping which is not right. Learner's mentality needs to be transformed by the teacher, and every learner should participate because it's a class project.

- 3) Ignore such protests and tell the boys what she thinks of their bias will not help either because a proper counselling is required for boys so that they get know the that gender stereotyping is not healthy.
- 4) Complain to the head of the school seeking action against the boys is not at all the right way because it will not help the boys in any way. One should try not to punish students in any way if situations can be handled in other ways.

4. Read the two sentences given below:

The lizard ate the fly.

The fly ate the lizard.

A teacher can use this example to explain that:

- 1) They are examples of reported speech.
- 2) They are a collection of words.
- 3) There is no difference in the two sentences because both have the same words.
- 4) When subject and object change positions, the meaning of the sentences changes.

Answer: *When subject and object change positions, the meaning of the sentences changes.*

- 1) They are not the examples of reported speech because nothing is being reported here.
- 2) They are collection of words, but not the appropriate examples which could be used by the teacher.
- 3) There is a huge difference in the two sentences because the meaning of the sentences is changing.
- 4) This is the correct option as certainly here the meaning is changing when subject and object change positions (in first sentence lizard ate the fly, but in second sentence, the fly ate the lizard).

5. Ria is unable to pronounce the words 'smile' and 'school' clearly. As her teacher, what will you do?

- 1) Humiliate Ria by isolating her and asking her to repeat the words.
- 2) Asking the entire class to repeat the words and appreciating Ria when she repeats them correctly.
- 3) Make Ria repeat the words many times.
- 4) Make Ria understand the meaning and sound pattern and get the class as a whole to listen to these words through an audio-visual medium.

Answer: *Make Ria understand the meaning and sound pattern and get the class as a whole to listen to these words through an audio-visual medium.*

- 1) Humiliating Ria will not improve her pronunciation. A teacher should never humiliate any student.

- 2) Asking the entire class to repeat the words and appreciating Ria when she repeats them correctly will not give her proper understanding of the difference between the two words and its proper use.
- 3) Making Ria repeat the words many times will be a temporary way because she will not understand the difference between those two words. A proper learning will not take place.
- 4) Making Ria understand the meaning and sound pattern will work as she will understand the difference and won't forget in future and audio-visual medium will enhance the teaching-learning process.

Practice Questions

1. The linguistic aim of teaching English relates to:
 - a. Cognitive domain
 - b. Affective domain
 - c. Rational domain
 - d. Logical domain
2. Which of the following is not a merit of the bilingual method?
 - a. It gives emphasis on speech practices.
 - b. It develops the habit of independent reading.
 - c. Audio-visual aids are not much needed.
 - d. It is suited to all the types of schools located in rural or urban areas.
3. Illustration can be classified as:
 - a. Verbal and visual
 - b. Oral and material
 - c. Both of the above
 - d. None of the above
4. In the direct method of language teaching:
 - a. Teaching is done only in the language to be taught.
 - b. Reading and writing are taught first and then listening and speaking are taught.
 - c. New points are taught in the written language.
 - d. The teacher translates direct from the first language to the foreign or second language.
5. Grammar should be taught:

- a. As means to achieve good commands of listening, speaking, reading and writing.
 - b. As an end in itself.
 - c. As a means to achieve good commands of only speaking and reading skills.
 - d. As a means to achieve good command of writing skills only.
6. Which of the following is decisive for teaching work?
- a. To make effective the excellence
 - b. To educate
 - c. True management of classes
 - d. Communication with students
7. Writing is a representation of speech:
- a. Morphological
 - b. Graphical
 - c. Linguistical
 - d. Phonetical
8. Poetry must primarily be taught for the sake of
- a. Meaning
 - b. Music
 - c. Grammar
 - d. Sound system
9. In communicative language teaching
- a. Meaning is insignificant
 - b. Meaning is paramount
 - c. Function and form are paramount
 - d. Form is paramount
10. The rapid reading has the aims:
- a. Recreational aim
 - b. Literary and linguistic aim
 - c. Intellectual aim
 - d. All of the above

Which of the above activities lead to demonstrate the desired result?

- 1) a and c
- 2) a and b
- 3) a and d
- 4) b and d

Answer: 3

In order to clarify the concept the teacher should be able to demonstrate, and the same is possible through the activities a and d. The activity b and c will not help the teacher to explain the concept.

1. Which of the following teaching strategies will be the most effective for the maximum involvement of students in teaching the concept of food chain?

- 1) Ask the students to explore possible food chains operating in different habitats.
- 2) Ask the students to collect related information from the Internet.
- 3) Ask students to copy all examples of different food chains written on the blackboard.
- 4) Make play cards on organisms and ask student groups to arrange them to depict different food chains.

Answer: 4

Through this strategy, the students will get an opportunity to actively participate, brainstorm and learn. As it is a social activity in the class, even the backward child will find a place.

The other strategies are mostly of self-learning, the involvement depends on the interest and ability of the child.

2. While teaching the topic on 'Air is everywhere', a teacher asks the following questions from the students:

- a. Is there air in the soil?
- b. Is the air inside water?
- c. Is there air inside our body?
- d. Is there air inside our bones?

Which of the following skills is the teacher trying to develop in the learners?

- 1) Observation and classification skills
- 2) Classification and thinking skills

- 3) Observation and thinking skills
- 4) Emotional and thinking skills

Answer: 3

The teacher expects the observation and thinking skills from the students to answer the above questions. Emotional and thinking skills are not directly related to answering the questions.

3. Which one of the following would be the most suitable pedagogical method for an EVS class?

- 1) Based only on experiments
- 2) Based only on lecturers
- 3) Examination oriented
- 4) Participative and discussion based

Answer: 4

The objective of teaching EVS highlights the importance of participatory and group based activities, where students share and learn in a collaborative and cooperative way.

The other strategies will help them to learn only with the help of teachers, where the pace and style of learning of the learner plays a pivotal role.

Practice Questions

1. Which of the following is the component of environment?
 - a. Biotic factor
 - b. Abiotic factor
 - c. Both biotic and abiotic factors
 - d. None of the above
2. According to NCF, scientific concepts should be based on:
 - a. Experiments.
 - b. Activities and experiments.
 - c. Observations.
 - d. Activities.
3. During the post lunch class, while teaching EVS, what would you do if the students are not seen to be attentive?
 - a. Take the children to the playground.
 - b. Ask the students to relax in the class itself.
 - c. Use audio visual aids based on MI to make the class interesting.
 - d. Change the topic immediately.
4. Which of the following statements about assignment is correct?
 - a. Assignments provide learners an opportunity to search for information, construct their own ideas and articulate them.
 - b. Assignments can be done by parents and brothers depending on the talent that they possess.
 - c. Assignments need to be given as class work followed by homework every day to provide variety and practice.
 - d. Assignments should be the only method for assessment.
5. Which of the following represents one of the objectives of teaching EVS at primary school?
 - a. To inform the learners about the books they should read to expand their knowledge
 - b. To connect the experiences of the learners in school with the outside world
 - c. To make learners aware of the technical terms and definitions
 - d. To assess technical terms related to EVS

6. The idea of showing a pollution control certificate of a car in the EVS text book is to:
 - a. Enhance the skills of students to arrive at conclusions.
 - b. Give students an opportunity to interact with real information and develop the skills of observation.
 - c. Give students an idea of pollution control.
 - d. Provide students the knowledge of various abbreviations used in the certificate.

7. To make children aware of different kind of resources, a teacher can:
 - a. Show some examples of resources in the class.
 - b. Discuss with the children about possible kinds of resources that they are using at home.
 - c. Show pictures of resources in a chart.
 - d. Ask the children to list different resources.

8. What is issue-based approach?
 - a. It is generally applied in teaching science.
 - b. It stimulates an understanding of science behind issues, and consequences to society and environment.
 - c. It is a multi- faced approach and addresses environmental issues.
 - d. All of the above

9. The use of poems and storytelling to explain an EVS class helps to:
 - a. Take care of the language and cultural diversity among learners.
 - b. Channelise the energies of the students in the right direction.
 - c. Make the lesson enjoyable and interesting.
 - d. Promote the ability to imagine and explore the nature of the world at the local and global level.

10. A school planned an educational trip to a botanical garden. What would be your expectation from the children during the visit?
 - a. They should note down their questions, if any, and ask parents after reaching home.
 - b. They should observe everything without asking questions about it.
 - c. They should enjoy themselves.
 - d. They should observe keenly, make notes and share their observations with other students and teacher.



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